



# education

Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 10**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**GUIDELINES**

**EXEMPLAR PAPER**

**MARKS: 75**

**TIME: 3 hours**

**These guidelines consist of 8 pages.**

**112 2 F**

**EXPLANATORY NOTE**

**The purpose of this paper is to provide guidelines to teachers on the format and the setting of English (First Additional Language): Paper 2 Literature.**

Notes to teachers have been placed in blocks.

**INSTRUCTIONS TO CANDIDATES**

1. Choose your questions according to the instructions given below.
2. Read the instructions at the beginning of each section very carefully.
3. Start each section on a NEW page.
4. Rule off after each section.
5. Leave a line after each answer in the contextual questions.
6. Write neatly and legibly.
7. Pay special attention to spelling and sentence construction.

**INSTRUCTIONS ON THE CHOICE OF QUESTIONS**

1. This question paper consists of THREE sections:  
SECTION A: POETRY (QUESTION 1: PRESCRIBED POEMS and  
QUESTION 2: UNSEEN POEM  
SECTION B: NOVEL OR OTHER GENRE STUDIED (excluding Poetry or  
Drama)  
SECTION C: DRAMA
2. SECTION A  
QUESTION 1: PRESCRIBED POETRY. Answer the questions set on ONE  
of the two poems/extracts.  
QUESTION 2: UNSEEN POETRY: This question is COMPULSORY:
3. SECTION B: Choose EITHER the essay OR the contextual question from  
this section.
4. SECTION C: Choose EITHER the essay OR the contextual question from  
this section.

**NOTE:** It is NOT compulsory for candidates to answer one essay question AND one contextual question from SECTIONS B and C (as was the case in some provinces). A candidate may choose to answer two contextual questions or two essay questions or one of each.

**SECTION A: POETRY****QUESTION 1: PRESCRIBED POETRY**

Choose ONE of the following poems/extracts and answer the set questions.

1.1 Prescribed poem 1 (15 marks)

**OR**

1.2 Prescribed poem 2 (15 marks)

**NOTE TO TEACHERS:**

- Contextual questions should be set on any TWO of the prescribed poems. In the case of longer poems, questions may be set on an extract from the poem. Knowledge of the entire text will be essential to answering the questions fully.
- Contextual questions should be asked in the order that the answers are to be found in the poem.
- Questions should cover a range of cognitive levels:
  - **Literal comprehension**, recall (Who...? What...?, Where...?, When...?, How...? Describe...)
  - Questions that require **interpretation**, where the meaning is not directly stated but implied (Interpret a figure of speech, How do you know that...?, In your own words explain why..., How is...related to...?, Why is...significant?)
  - Questions that require **analysis** where candidates are required to analyse certain elements in the poem and draw a conclusion. (Why does...? How does...compare/contrast with...?)
  - Questions that require **evaluation** and give candidates the opportunity to make their own judgment based on evidence. (Do you agree...? What is the most important...? What do you think...?)
- Questions should assess if candidates are able to:
  - Recognise how word choices, figures of speech, imagery and sound devices affect mood, meaning and theme
  - Recognise how lines, stanza forms, rhyme, rhythm and other repetition techniques and punctuation affect meaning (LO2)
- Candidates should be encouraged to give their own views and to substantiate them.

**[15]**

**QUESTION 2: UNSEEN POEM**

This is a COMPULSORY question. Read the poem and answer the questions.

**[10]****NOTE TO TEACHERS:**

- The unseen poem should be accessible to the average learner. The poem should be suitable in terms of language, background of learners and cognitive demand.
- The poem should not have too many levels of meaning but it should not be simplistic either.
- This Section is aimed at assessing if learners are able to apply the basic skills that they have learnt in their study of the Prescribed poetry. If prescribed poetry is taught and learnt, the candidates should be able to answer the questions on the unseen poem with relative ease.
- Only contextual questions should be set.
- Questions should assess if candidates are able to:
  - Recognise how word choices, figures of speech, imagery and sound devices affect mood, meaning and theme
  - Recognise how lines, stanza forms, rhyme, rhythm, repetition techniques and punctuation affect meaning (LO2)
- Candidates should be encouraged to give their own views and to substantiate them.

**TOTAL SECTION A: 25****SECTION B: NOVEL/SHORT STORIES/ESSAYS/AUTOBIOGRAPHY/BIOGRAPHY**

Answer EITHER the essay QUESTION 3.1 OR the contextual question, QUESTION 3.2.

**QUESTION 3.1: ESSAY QUESTION**

Read the question carefully and write an essay of one and a half to two pages.

**[25]****OR****QUESTION 3.2: CONTEXTUAL QUESTION**

Answer the questions set on the following extract(s).

**[25]**

**NOTE TO TEACHERS:**

- ONE essay and ONE contextual question must be set on the genre studied.
- Candidates may choose either the contextual or the essay question.
- The contextual question may be set on one long extract or on two or three shorter extracts.
- The choice of passages for the contextual questions should ensure that there is sufficient reference to characters, events and themes to enable one to ask detailed questions on the extract/s and to relate the extract/s to the rest of the prescribed work.
- Questions should assess if the candidates are able to:
  - Describe the development of plot, subplot, conflict, character and role of the narrator (where relevant)
  - Identify and explain messages and themes and relate them to selected passages in the rest of the text
  - Describe how background and setting relate to character and/or theme
  - Describe mood, time-line and ending
- Questions should cover a range of cognitive levels as outlined in the Poetry Section.
- Candidates should be expected to give their own views and to substantiate them.

**TOTAL SECTION B: 25****SECTION C: DRAMA**

Answer EITHER the essay QUESTION 4.1 OR the contextual question, QUESTION 4.2.

**QUESTION 4.1: ESSAY QUESTION**

Read the question carefully and write an essay of one and a half to two pages.

**[25]****OR****QUESTION 4.2: CONTEXTUAL QUESTION**

Answer the questions set on the following extract(s).

**[25]**

**NOTE TO TEACHERS:**

- ONE essay and ONE contextual question must be set on the drama or short plays studied.
- Candidates may choose either the essay or the contextual question.
- The contextual question may be set on one long extract or on two or three shorter extracts.
- The choice of passages for the contextual questions should ensure that there is sufficient reference to characters, events and themes to enable one to ask detailed questions on the extract/s and to relate the extract/s to the rest of the play.
- Questions should assess if the learners are able to:
  - Recognise how dialogue and action are related to character and theme
  - Describe plot, subplot, character portrayal, conflict and dramatic purpose
  - Recognise the use of dramatic structure and stage directions (LO 2)
- Questions should cover a range of cognitive levels as outlined in the poetry section.
- Candidates should be encouraged to give their own views and to substantiate them.

**TOTAL SECTION C: 25****GRAND TOTAL: 75**